

# Unit Cover Page

**Unit Title:** Creating Strong Persuasive Essays **Grade Level(s):** 11 & 12

**Subject/Topic Area(s):** English and writing

**Key Words:** Creating, persuasive, essay, and writing

**Designed By:** Tyler M. Michaud **Time Frame:** \_\_\_\_\_

**School District:** RSU 09 **School:** Mt. Blue Middle School

## Brief Summary of Unit (including curricular context and unit goals):

*Learning how to develop an opinion, support it, and present it in a professional manner is crucial in a variety of settings: whether it be at a business meeting, written on an application, dinner out with a friend, or in the classroom. Over the course of the unit students will develop an understanding of persuasive writing. Through the exploration of editing, revising, planning, rewriting, relative vocabulary, and investigations of audience and personal explanations students will develop the skills needed to write a professional persuasive piece.*

**Unit design status:** \_\_\_ completed Template pages - Stage 1, 2, and 3

\_\_\_ completed Blueprint for each performance task \_\_\_ completed rubric(s)

\_\_\_ directions to students & teachers \_\_\_ materials & resources listed

\_\_\_ suggested accommodations \_\_\_ suggested extensions

**Status:** initial draft (date - \_\_\_\_\_) revised draft (date - \_\_\_\_\_)

\_\_\_ peer reviewed \_\_\_ content reviewed \_\_\_ field tested \_\_\_ validated \_\_\_ anchored

## Stage 1: Identify Desired Results.

### Established Goals:

*Common Core State Standards  
Content Area: English  
Grade level: 11 & 12  
Domain: Writing  
Cluster: Production and Distribution  
of Writing*

*Standard #5: Develop and  
strengthen writing as needed by  
planning, revising, editing,  
rewriting, or trying a new approach,  
focusing on what is most significant  
for a specific purpose and audience.*

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### What understandings are desired?

*Students will understand that:*

- *strong writing is achieved through planning, revising, editing, rewriting, or changing the approach of the work.*
- *establishing the most significant vein of their work and developing a voice and thesis that portrays it is essential to a well-developed piece.*
- *considering the intended audience is imperative to making your voice, as a writer, heard.*

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### What essential questions will be considered?

- *How can I revise, edit, or rewrite my work to strengthen its potency?*
- *Why is my thesis significant to what I am hoping to achieve?*
- *How is my audience going to respond to the manner in which I portrayed my view?*

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### What key knowledge and skills will students acquire as a result of this unit?

*Students will know:*

- *Sequences and timelines:  
How to establish a factually sound  
and clearly focused persuasive essay.*
- *Terminology:  
Claims, radical revisions, reverse  
outlining, thesis.*
- *Critical details:  
How vocabulary and tone influence  
the audiences interpretation of the  
persuasive essay.*

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*Students will be able to:*

- *express their voice in a concise and supported manner.*
- *evaluate their own work for improvements to support their understanding of revision techniques.*
- *produce an outline.*
- *infer their perspective professionally and respectively.*
- *consider the opposing opinion and use it to strengthen their work.*
- *recognize the intended audience.*

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## Stage 2: Determine acceptable evidence.

*What evidence will show that students understand?*

### **Performance Tasks\* (Summary in G.R.A.S.P.S. form):**

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**Goal:** To film a news editorial that will be aired on a news network.

**Role:** You were recently promoted to the head anchor at your news station.

**Audience:** A board of television producers and the network president at a well-known news source (CNN, FOX, ABC, NBC, Comedy Central, or other that must be approved by instructor).

**Situation:** It's your time to shine! The president of your news network has come to you and asked you to perform and lead your first editorial of a topic of your choice! First though, you have to present it to both the president and the board of producers for approval.

**Product/Presentation:** You will use iMovie to create a sample of the editorial presentation that will be judged for approval before final production.

#### **Standards (Criteria from both rubrics - product and presentation):**

Product: Character- 20%, Interest and Purpose- 30%, Creativity- 15%, Storyboard/planning- 10%, Footage Professionalism- 10%, Citations- 10%

Oral Presentation: Topic Clarity- 30%, Preparedness- 20%, Comprehension- 20%, Enthusiasm- 10%, Eye Contact and Posture- 10%, Well Spoken- 10%



*\*Complete a Performance Task Blueprint for each task (next page).*

### **Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples, etc.):**

- Garage Band: choose a poem and create an audio recording of your recitation of it, include a brief one-page paper including your justification for your performance.
- Google Docs: edit each others work and write justifications for each edit.
- Inspiration: create an outline of paper.
- Read and Write: students will be divided into two groups and participate in a class-wide debate; before hand they will develop an outline of information and arguments to reinforce their side.
- Pages: students will be assigned a persona to investigate and create a brochure: including a profiling of what the assigned persona would look for in any persuasive piece.
- iMovie: create a news editorial.

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### **Student Self-Assessment and Reflection:**

- Pre-assessment: introduce a topic and have the students write a semi-formal journal entry capturing their opinion, discuss the topic in class, and use the journals to assess persuasive methods and voice.
- Checking for Understanding: Quick Writes, Exit Ticket, Philosophical Chairs, One Last Question, As I See It, and What's Still Confusing Me...
- Timely Feed Back: self-assessment, peer feedback, and teacher feedback.

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# Assessment Task Blueprint

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**What understandings/goals will be assessed through this task?**

- Strong writing is achieved through planning, revising, editing, rewriting, or changing the approach of the work.
- Establishing the most significant vein of their work and developing a voice and thesis that portrays it is essential to a well-developed piece.
- Considering the intended audience is imperative to making your voice heard.

- Standard #5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

What criteria are implied in the standard(s)/understanding(s) regardless of the task specifics? What qualities must student work demonstrate to signify that standards were met?

*Persuasive Essays*

*Editing process*

**Through what authentic performance task will students demonstrate understanding?**

## **Task Description:**

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After becoming the head anchor at your network news station things have become rather slow, what could you possibly do now after reaching the top? Luckily, the president of the network feels the same way and has been asking for fresh ideas, specifically, he mentioned that you could lead your own editorial! So now what? First choose a topic that impassions you, one where even the thought of it makes you feel as if you could talk forever! Develop the idea and consider how your own opinion will be interpreted by your audience. Will they agree? If not, what awesome mind powers could you use to change their opinion? Also, remember that your audience is different than someone else's, so what do they want to see? Come up with an iMovie presentation of your incredibly interesting editorial to show to the board of producers and the network president; if this works out you could be on your way to having your very own talk show! All you have to do is be selected: fortunately, you are the head anchor so it should be a piece of cake, right?

**What student products/performances will provide evidence of desired understandings?**

*iMovie*

*Oral Presentation*

**By what criteria will student products/performances be evaluated?**

- Character- 20%
- Citations- 10%
- Interest and Purpose- 30%
- Creativity- 15%
- Storyboard/planning- 15%
- Footage Professionalism- 10%

- Topic is Clear- 30%
- Preparedness- 20%
- Comprehension- 20%
- Enthusiasm- 10%
- Eye Contact and Posture- 10%
- Well Spoken- 10%



### Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



*(W)1.1 Students understand that strong writing is achieved through planning, revising, editing, rewriting, or changing the approach of the work. (Where)*

*Professional works, including college applications, are heavily scrutinized and judged on overall quality of writing. (Why), Standard #5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (What).*

*(H) 1.2 Students in groups of four will be given a ridiculous short story that is missing words or even entire sentences and told to finish it. Afterward, as a class we will piece together the most popular student ideas to finish the story. At that point, I will have the students use the remaining time to break each sentence or paragraph into its key components and organize it in a way that would make sense to somebody who had never read the story before.*

*(E)1.3 Students will know: How to establish a factually sound and clearly focused persuasive essay, establishing the most significant vein of their work and developing a voice and thesis that portrays it is essential to a well-developed piece, reverse outlining. (Equipped) Think Pad Brainstorming will be used to develop the students' abilities to formulate thoughts and opinions. Using an Idea Wheel they can organize and categorize what they come up with (Explore), Using Inspiration the students will individually create outlines for one of the ideas formed in the previous assignment (Experience)*

*(R)1.4 Using the Checking for Understanding technique of Definitions Are Us students will define the purpose of an outline (Rethink), Using a checklist students will assess their outline to make sure that their work is clear and organized (Rethink/Revise), Using the same checklist as the students, the teacher will assess the outline and make edits on students self-critique (Revise/Refine).*

*(E)1.5 Formative Assessment - Pre-Assessment: introduce a topic and have the students write a semi-formal journal entry capturing their opinion, discuss the topic in class, and use the journals to assess persuasive methods and voice., Checking for Understanding: Definitions Are Us, and Timely Feedback: Self, teacher (Evaluate).*

*(T) 1.6 Tailors*

*Verbal: Students will have the opportunity to produce a written outline, they may choose to discuss their ideas among peers.*

*Logic: Students will be given an extremely organized and clearly defined example outline; the cleared out template from the example will be provided for simple reconstruction and applicability.*

*Visual: Different sections of the outline will be color-coated to fully differentiate.*

*Musical: Create a rap/or song to explain the different sections of an outline and their purpose.*

*Kinesthetic: Students will be given random slips of paper containing various parts of outlines and told to work together to organize them clearly.*

*Intrapersonal: The students will have time to work alone and brainstorm ideas for their outline.*

*Interpersonal: Students will have time to work together and discuss their outlines.*

*Naturalist: Students will have the option to write about what they want: the naturalist may want to write about nature (global warming, for example).*

*(O)1.7 Students will be able to produce an outline. (Application) Product: Inspiration, Number of Days: 2 (Organize)*



### Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



*(W)2.1 Students will understand that considering the intended audience is imperative to making your voice heard (Where), Having interpersonal qualities is admired by employers and people in general; plus, knowing what to say and why to defend your opinion becomes so much easier when you can predict your audiences' reaction. (Why), Standard #5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (What).*

*(H) 2.2 Students will be given slips of paper assigning them to a character with various traits, they will also be divided into small groups, each group will be given a slip of paper with a topic, the groups will then discuss their topic from the perspective of their assigned characters.*

*(E) 2.3 Students will know: How vocabulary and tone influence the audiences interpretation of the persuasive essay and what a thesis is (Equipped), Think Pair Share will be used to develop the students' abilities to recognize various opinion and thoughts and use them to better understand and explain themselves. Using a Venn Diagram they can organize both there own and partners thoughts as a way to see any similarities and/or differences (Explore), Using Pages students will use the tools and observations to expand on their ability to observe other personalities: having an assigned persona students will develop a brochure profiling their persona and what they would want to see in a persuasive work (Experience)*

*(R)2.4 Using a Quick Write students will have a chance to write a quick essay attempting to persuade the person they profiled on a topic. (Rethink), Students will write a journal entry defending their choices and techniques in their Quick Write (Rethink/Revise), Teacher will assess the journal entry and make suggestions on ways to improve their approach (Revise/Refine).*

*(E) 2.5 Formative Assessment - Checking for Understanding: Quick Write, and Timely Feedback: Self, teacher (Evaluate)*

*(T) 2.6 Tailors*

*Verbal: As a class we will have discussions focused around interpreting and analyzing reactions.*

*Logic: Although the students will be expected to be creative with their product, they will be provided with a sample.*

*Visual: Watching various news casts and interviews (including silent versions) the students will discuss the body language and other indicators of that persons thoughts and product will be creative and colorful.*

*Musical: During the hook students will me encouraged to use vocal exaggerations and tone to represent their characters feelings.*

*Kinesthetic: During the hook students will me encouraged to use exaggerated body language to express their characters.*

*Intrapersonal: During the Thin Pair Share activity students will have time at the beginning to brainstorm by themselves. Also, they will be working on the product by themselves.*

*Interpersonal: Both the hook and the latter parts of Think Pair Share will give students a chance to work with one another.*

*(O)2.7 Students will be able to recognize intended audience (Self-knowledge) Product: Pages, Number of Days: 1-2 (Organize)*

### Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



*(W) 3.1 Students will understand that developing a concise and well supported written voice is crucial to a strong paper (Where). Have you ever read something so boring or confusing that you finished and could not remember what you just read? Well, other people feel the same way including employers, college admissions representatives, and editors (Why), Standard #5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (What).*

*(H) 3.2 Students will be given a notecard, half the class will be one color, the rest a different color, students will then team up with somebody with the other color and talk about themselves. Afterward, students will summarize for the class what they learned without using adjectives and in fewer than twenty words, vocal fluctuations should replace the adjectives.*

*(E)3.3 Students will know: How to establish a factually sound and clearly focused persuasive essay, different methods for radical revisions. (Equipped), Jigsaw will be used to develop the students' abilities to learn and present the most significant information in a concise manner. An Idea Rake will help the students organize the most important topic and its essential parts. (Explore), Using Garage Band students will produce an audiobook recording of themselves reciting a poem in the manner which they feel best represents it. (Experience)*

*(R)3.4 Writing a One Sentence Summary will challenge the students to sum up the overall point of the unit (Rethink), Students will critique each others sentence, providing feedback on their interpretation of the One Sentence Summary (Rethink/Revise), Teacher will assess the summaries as well as the critiques and provide feedback. By doing so, the teacher will develop a better understanding of the unit's success. (Revise/Refine).*

*(E)3.5 Formative Assessment - Checking for Understanding: One sentence summary, and Timely Feedback: Self, teacher (Evaluate)*

*(T) 3.6 Tailors*

*Verbal: When presenting the hook students will be given the chance to stand and speak to the class. Also, the product is an audiobook on reciting a written poem.*

*Logic: Students will be given complete instructions as well as examples for all methods and revisions.*

*Visual: Before accomplishing the final product students will use various colors to mark-up and highlight parts of the poem in colors representing the emotions (i.e. red is anger, blue is sadness, etc.), therefore when it is time to recite they have interpreted the poem's emotions. Additionally, videos on stage performances will be watched to give the students an idea of what will be assessed in the product.*

*Musical: The audiobook will be judged on several things including vocal fluctuations and representations of the text.*

*Intrapersonal: The students will have the time to sit and analyze/interpret the poem for themselves before creating the final product.*

*Interpersonal: The hook involves working in groups and socializing.*

*(O)3.7 Students will be able to express their voice in a concise and supported manner (Explanation)*

*Product: Garage Band, Number of Days: 1-2 (Organize)*

### Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

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*(W)4.1 Students will learn to assess the opposing opinion and use it to strengthen their work (Where). Do you remember the last time you were trying to persuade someone of something and they stumped you? Well it's safe to say that if you can predict what they are gonna say before they do than that should never happen again. Having a strongly developed understanding of people is an extremely valuable skill. (Why), Standard #5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (What).*

*(H) 4.2 Several sample videos of failed debates will be watched to emphasize the importance of being able to predict arguments.*

*(E)4.3 Students will know: considering the intended audience is imperative to making your voice, as a writer, heard. (Equipped), Circle the Sage will provide an opportunity for the "sages" to share their knowledge on a topic to students, then small groups of students will be formed of one student from each sage and they will share their newly gained knowledge. Ultimately, the class will share their discoveries and any disagreements will be debated. A Persuasion Map will help the students develop clean and supported ideas for the discussion (Explore), Using Read and Write students will produce an outline for the final debate presenting their sides' arguments and evidence of strategies to "outsmart" the other team (Experience).*

*(R)4.4 Using a Binoculars lesson: First, a seemingly non-relevant topic will be introduced and the students will write for a few minutes about it. Then, students will have time to discuss the topic with peers guided by a short list of questions. After-which, students will write a journal entry talking about whether their view on the topic has changed and whether they were influenced by the discussions with others(Rethink), Students will trade journal entries with each other and write questions or comments on things that jumped out to them or confused them. (Rethink/Revise), Teacher will assess the summaries as well as the critiques and provide feedback (Revise/Refine).*

*(E)4.5 Formative Assessment - Checking for Understanding: Binoculars, and Timely Feedback: Self, teacher (Evaluate)*

*(T) 4.6 Tailors*

*Verbal: Journal entries and product are written.*

*Logic: The product will be held to a strictly organized format that will be explained and presented in full.*

*Visual: The outline/organizer of the debate will help the students understand.*

*Musical: Debate topic will be related to music, "i.e Does Taylor Swift exploit her relationships for success?"*

*Kinesthetic: Before the sample of a well-organized Read and Write product is presented: students will be given sticky notes and told the topic and sequence of the sample and told to organize it in small groups.*

*Intrapersonal: The 'Rethink' section allows students to ponder a topic for themselves and make connections.*

*Interpersonal: All students will have the chance to compare ideas and thoughts with other students.*

*Naturalist: The topic introduced for Binoculars could be themed naturally (global warming, etc).*

*(O)4.7 Students will be able to consider the opposing opinion and use it to strengthen their work. (Empathy)*

*Product: Read and Write, Number of Days: 2-3 (Organize)*



### Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



*(W)5.1 Students will understand different techniques to evaluate and edit their work. (Where). Published works go through several processes of editing and revision before publication, because writing is a process that is subjective and nearly impossible for any single person to perfect. Through understanding methods and techniques of revision you will be able to write clearly and intelligently, which is crucial in job and college, as well as many others, applications. (Why), Standard #5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (What).*

*(H) 5.2 The students will be provided with a newspaper article which demonstrates lackluster writing, grammar or spelling mistakes, and/or more. How did the mistakes affect the readability and trustworthiness of the information provided?*

*(E)5.3 Students will know: strong writing is achieved through planning, revising, editing, rewriting, or changing the approach of the work (Equipped), Pairs Check students will pair up and assess each others' drafts. Using a Goal-Reason Web students will try to break each others work into its key components (Explore), Using Google Docs students will read other students' work and critique them and write justifications for every edit (Experience).*

*(R)5.4 Involving a modified Microscope lesson students will reflect on their rough drafts, which will be completed by now, and make comments and adjustments based on the knowledge they have gained thus far.*

*(Rethink) Students will meet with the teacher one-on-one and discuss their revisions, (Rethink/Revise), During the one-on-one meeting the teacher will provide feedback and suggestions (Revise/Refine).*

*(E)5.5 Formative Assessment - Checking for Understanding: Microscope, and Timely Feedback: Self, teacher (Evaluate)*

*(T) 5.6 Tailors*

*Verbal: Students will have the opportunity to talk through their papers with others.*

*Logic: All definitions will be clearly stated and a sample essay including the color coating system will be provided.*

*Visual: Using colors students will highlight their theses, hooks, positive arguments, negative arguments, complex sentences, misspellings, and grammar mistakes.*

*Kinesthetic: A revision technique involving taking a finished draft and cutting it into strips and rearranging it will be introduced.*

*Intrapersonal: Much time will focused on students editing their own work.*

*Interpersonal: Students will have the opportunity to work with other on editing.*

*(O)5.7 Students will be able to evaluate work for improvement (Interpretation) Product: Google Docs, Number of Days: 1-2 (Organize)*

### Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



*(W)6.1 Students will understand that communicating in a professional and respectful manner will make the audience more willing to accept any provided information. (Where). Knowing how to communicate professionally and respectfully can be helpful in many ways, including the following: interviews, essays, applications, or while explaining something to somebody. (Why), Standard #5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (What).*

*(H) 6.2 The students will watch a video of an interview that demonstrates a disrespectful or inappropriate guest. After which, the class will have a discussion about their impression of that person and their willingness to accept the disrespectful guests' perspective.*

*(E)6.3 Students will know: How vocabulary and tone influence the audiences interpretation of the persuasive essay, claims, radical revisions, reverse outlining, thesis, and*

*How to establish a factually sound and clearly focused persuasive essay (Equipped), Fact & Opinion students will pair up and asses each others' drafts for any final biases or unsupported text. Using an "E Chart" students will place any unsupported text in one and use the graphs structure to justify the observation. (Experience).*

*(R)6.4 At this point, students will have their rough drafts complete and will be working on their final drafts. Using a "Is that a fact?" approach students will trade papers with their peers and use two colors to mark the "seems like a fact" and "seems bias" statements. (Rethink), Students will review their peers' notes and adjust their papers to make sure everything is factual and supported. (Rethink/Revise), Students will hand in their rough drafts with their final draft and the teacher will assess it with a rubric, as well as make personalized comments. (Revise/Refine).(Equipped), Pairs Check students will pair up and asses each others' drafts. Using a Goal-Reason Web students will try to break each others work into its key components (Explore), Using Google Docs students will read other students' work and critique them and write justifications for every edit (Experience).*

*(E)6.5 Formative Assessment - Is that a fact?, and Timely Feedback: Self, teacher (Evaluate)*

*(T) 6.6 Tailors*

*Verbal: Will write and communicate with peers.*

*Logic: The final draft will be organized professionally and will be explained in detail, as well as sampled handed out.*

*Visual: Various colors will be used to mark-up rough drafts.*

*Kinesthetic: The final product will allow the students to literally apply all of their knowledge in a film production.*

*Intrapersonal: Will have time to reflect on their own work.*

*Interpersonal: Will have time to work in groups and get feedback from peers.*

*Naturalist: Having the opportunity to peer edit will allow them to discuss their potentially nature-related topic with peers.*

*(O)6.7 Students will be able to infer their perspective professionally and respectfully (Perspective)*

*Product: iMovie, Number of Days: 2-3 (Organize)*

### Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



Friday	5 3.1 Strong & concise voice 3.2 Notecard self, team discuss. 3.3 Jigsaw 3.4 One Sentence Summary 3.5 Self, teacher 3.7 Garage Band audiobook 1-2 Days	10	15 Lesson 6, Day 2
Thursday	4	9 Lesson 4, Day 2	14
Wednesday	3 2.1 Intended audience 2.2 Assign. character discussion 2.3 Think Pair Share 2.4 Quick Write 2.5 Self, teacher 2.7 Pages brochure 1-2 Days	8	13 6.1 Comm. prof. & respectively 6.2 Videos: disresp. interviews 6.3 Fact & Opinion 6.4 Is that a fact? 6.5 Self, teacher 6.7 iMovie and Final Draft 2-3 Days
Tuesday	2	7 4.1 Assessing oppos. opinion 4.2 Videos: failed debates 4.3 Circle the Sage 4.4 Binoculars 4.5 Self, teacher 4.7 Read and Write outline, debate. 2-3 Days	12
Monday	1 1.1 Planning, revising, editing.. 1.2 Ad lib to outline 1.3 Think Pad Brainstorming 1.4 Definitions Are Us 1.5 Self, teacher 1.7 Inspiration outline 1-2 Days	6	11 5.1 Evaluating & Editing 5.2 Newspaper with mistakes. 5.3 Pairs Check 5.4 Microscope 5.5 Self, teacher 5.7 Google Docs 1-2 Days